

CONFLATIONS-IV

General English Course Book & Comprehension

IV Semester B.Sc./BCA

(Other Courses under the Faculty of Science)



Prasaranga

BANGALORE UNIVERSITY

Jnanabharathi, Bengaluru – 560 056

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Foreword

Conflations-IV, the General English Text book for IV Semester B.Sc./BCA (other courses coming under the Faculty of Science), has been designed with the dual-objective of inducing literary sensibility and developing linguistic and job skills in students. A novella by George Orwell, ‘Animal Farm’ has been prescribed along with this text.

I congratulate the Textbook Committee on its efforts in the selection of the literary pieces and preparation of the material for grammar and usage. I thank the Director of Prasaranga and Printing Press, the Assistant Director of Prasaranga and their personnel for bringing out the textbook neatly and on time.

I hope the text will motivate the teachers and the students to make the best use of it and develop literary sensibility as well as linguistic skills..

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Preface

Conflations-IV, the Course Book of General English for IV Semester B.Sc./BCA, ushers the learners into a pleasant literary world that presents an array of poems and prose pieces written by masters of literature from various parts of the world. The texts envelope relevant issues haunting the present world. They involve pieces on gender, human relationship, caste, class, adventure literature, biography and a novella too. George Orwell's "Animal Farm" has also been prescribed for IV Semester B.Sc./BCA students, apart from this text. The texts come with brainstorming, comprehension, suggested reading and language activity. Hope the texts motivate the students and propel them to pinnacle of success. Well-chosen texts also play a vital role in exposing the students to various nuances of the English language. Moreover, a committed learning of these may help enrich culture and literary sensibility in students. So is the case with grammar and usage and the entailing exercises which are intended to strengthen the linguistic skills of students and make them confident to use English, the significance of which in a student's career can hardly be over emphasized.

The Textbook Committee has spared no efforts in selecting the suitable literary pieces, giving a brief introduction as a brainstorm, preparing the required glossary, suggesting further reading and setting exhaustive questions on the selected pieces. The Committee has left no stone unturned to introduce job skills, when properly used, enhance the student's communication and career-oriented skills.

I hope that students will make use of this text through the able guidance of their teachers and equip themselves better for their career challenges.

Dr. K. S. Vaishali
*Editor & Chairperson, Department of English
Bangalore University*

Publisher's Note

The General English Text Book **CONFLATIONS-IV** for IV Semester B.Sc. / BCA and other courses coming under the Faculty of Science has a diverse collection of literary pieces from the literary giants. They address different themes and core issues of today's world. Specific texts have been selected to cultivate reading and writing habits among the learners. They also aim at developing critical and creative thinking. These texts provide ample space for the learner to explore linguistic competence and literary sensibilities. They also instil human values.

I thank the members of the BoS, Chairperson and the members of the Text Book Committee and the Chief Editor who have made commendable efforts in creating such a textbook.

I thank the Hon'ble Vice Chancellor for his guidance and practical support in bringing out this book.

I am extremely thankful to the Registrar, Bangalore University for extending his wholehearted co-operation and support.

I also thank the Staff of Prasaranga and Printing Press for the support in bringing out the book so neatly within the stipulated time.

Dr. B. Gangadhar
Director, Prasaranga and Printing Press

Note to the Teacher

'**Conflations-IV**', is the General English Textbook for IV Semester B.Sc./BCA. The text comprises 6 literary pieces of different genres, job skills and extended reading. The text consists of literary pieces from English Classic Literature and Indian Writing in English. George Orwell's "Animal Farm" has also been prescribed for IV Semester B.Sc./BCA students, apart from this text.

A pattern of the question paper has also been provided at the end as a pointer to paper setters and teachers while focusing on the examination. The teachers and the students can make use of a Model Question Paper and a write up on 'The Animal Farm' as well.

The literary pieces are from an assortment of poetry, prose, adventure literature, a biographical sketch and a novella. Brainstorming sets up the tone for the lesson, followed by a brief introduction to the author of the piece. Glossary has been provided for difficult words and this is not exhaustive. The teacher concerned may have to prepare it according to the needs of the class. The questions given at the end can be considered as 'Short answer', 'Paragraph' and 'Essay Type' based on the scope of the question and the length of the expected answer and the pattern of the question paper. The suggested reading is on broad similarity between the themes and may not be very close. However, they do add to the perception and may be handy in explaining the dimensions.

The employability of our students is an important factor. They should develop job skills to be industry-ready. Sensitizing them towards the need for Resume, Cover letter, GD, Interview, job advertisements and Academic writing, is

also our duty as English teachers. Though not conventional grammar and usage, this book has a section dedicated to equip the learners with essential skills. The teacher can make use of the exercises and samples in the text. As a facilitator, you can contribute creatively in the classroom scenario.

This has been an outcome of the collective effort of all the Members of the Committee who have toiled day and night, have spared even their weekends and holidays to bring it out. They deserve our acknowledgement, while thanking all the authorities of the University, BoS and the officials concerned. We are thankful to Dr. S. Harish, Principal, Vijaya Evening College, R.V.Road, Basavanagudi, Bengaluru, and Dr. Nanda, Principal, BMS College for Women, Bengaluru and their Staff for their hospitality shown during the meetings of the committee.

We wish to thank **Dr. K. S. Vaishali**, Chairperson, English Department, Bangalore University for her support and co-operation. We are equally grateful to **Prof. Gangadhar** of Prasaranga for printing the texts.

Text Book Committee

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1. HOME-COMING SON

- *Tsegaye Gabre-Medhin*
/say-gay-gab-re-meh-din/

Brainstorming

- Who is an expatriate?
- Why does one become an expatriate?
- Should one forget the land of his birth, sever all ties or should he return to his native? Discuss.

About the Poet



Tsegaye Gabre-Medhin was an Ethiopian poet, playwright, art director, pacifist and a human right activist. He was very proud of Ethiopia's long history of independence and her unique cultural heritage. He constantly insisted that his country needed heroes, and used the theatre deliberately to teach his compatriot to respect the Ethiopian heroes of their past. In the process of welcoming the son back home, the poem portrays the glorious heritage, rich culture and pride of being black in a place called HOME.

Look where you walk unholy stranger
This is the land of the eighth harmony
In the rainbow: Black.
It is the dark side of the moon
Brought to light
This is the canvas of God's master stroke.

Out of your foreign outfit unholy stranger
Feel part of the great work of art
Walk in peace, walk alone, walk tall,
Walk free, walk naked
Let the feelers of your mother land
Caress your bare feet
Let Her breath kiss your naked body.

But Watch, watch where you walk forgotten stranger
This is the very depth of your roots: Black.
Where the tom-toms of your fathers vibrated
In the fearful silence of the valleys
Shook, in the colossus bodies of the mountains
Hummed, in the deep chest of the jungles.
Walk proud.

Watch, listen to the calls of the ancestral spirits prodigal son
To the call of the long awaited soil
They welcome you home, home. In the song of birds
You hear your suspended family name.
The winds whisper the golden names of your tribal warriors
The fresh breeze blown onto your nostrils
Floats their bones turned to dust.
Walk tall. The spirits welcome
Their lost-son returned.

Watch, and out of your foreign outfit brother
Feel part of the work of art
Walk in laughter, walk in rhythm, walk tall
Walk free, walk naked.
Let the roots of your motherland caress your body
Let the naked skin absorb the home-sun and shine ebony.

Glossary

Eighth harmony: black

Outfit : a set of clothes that are worn together, costume

Caress : to touch someone in a gentle way

Tom-toms : a cylindrical musical drum

Colossus : a very large

Hum : to sing the notes of a song while keeping your lips closed

Prodigal : carelessly and foolishly spending money, time

Ebony : a hard heavy blackish wood

Comprehension:

I. Answer the following questions in one or two sentences:

1. Who is the unholy stranger in the poem?
2. Which is the eighth harmony in the rainbow?
3. What is the unholy stranger wearing?
4. Why should the stranger walk in peace?
5. What is fearfully silent?
6. How are the bodies of the mountains?
7. Who welcomes the prodigal son home?
8. Wind whispers the golden names of your:
 - a. Friends
 - b. Ancestors
 - c. Political leaders
 - d. Tribal warriors
9. Which is the root of the person wearing the foreign outfit?
10. What should the naked skin absorb?

II. Answer the following questions in 80-100 words:

1. How does the poet call back the son who has abandoned his home?
2. Bring out the characteristics of the home/native land as portrayed in the poem?
3. What does the expression *your foreign outfit* signify and why is the poet asking him to come out of his outfit? Explain.
4. Why does the poet call his motherland a work of art? Discuss.

III. Answer the following questions in 200-250 words:

1. “In the process of welcoming the son back home, the poet highlights the pride of the rich heritage, glorious culture and black identity.” Substantiate
2. The poem is a welcome note to the “unholy stranger/lost son” to the holy land called native. Explain.

Suggested Reading / Resources

1. Read Shivaram Karantha’s novel “*Marali Mannige*”
2. Watch the movie *Swades* by Ashutosh Gowariker
3. Read the book *The Mind of South Africa* by Allister Sparks.

Job skills

AN INTRODUCTION TO ACADEMIC WRITING

What is academic writing?

Academic writing is any writing that one does for academic purposes. This could include

- letters, especially formal letters requesting leave, change of course, extension of dates etc.
- notes that one prepares while listening to lectures but especially notes made while and after reading different texts
- reports, projects, essays written for assignments and exams
- thesis, dissertations and articles or papers for publication

Good writing comes with practice. Writing skills can be practiced by anyone and awareness about the skills required for effective writing helps one become better at writing. Any writing involves planning, actual writing which involves structuring and organizing and finally revising. These steps are inevitable in almost any kind of writing except maybe creative writing.

In the previous semesters you have already practiced some writing skills like making notes by identifying main points and supporting details, paragraph writing, summary writing and essay writing. All those skills will come in handy when you start preparing yourself for some serious academic writing.

What to write about?

When you want to write, the first question that emerges is ‘What to write about?’ The topic is sometimes already decided for you when you write an assignment or a project work report. However, there may be situations when you have to arrive at a topic to write about especially while writing research papers for seminars and conferences. In recent years, several universities

expect students to write research papers and either present them or publish them even at the undergraduate level. So it becomes imperative for a graduate student to also write research papers on an area of study chosen by them or in some cases, on the theme chosen for the conference. The conference brochure mentions the themes and sub themes on which papers are invited and one can choose a suitable area for study based on them.

Once the area is chosen, the more difficult tasks follow. The steps given below provide some guidelines as to how to write an essay for an assignment or a research paper for presentation or publication.

Step 1: Deciding upon the topic and title

Once you know the theme, you need to specifically mention the title of your paper or assignment. The themes and sub themes could be broad while your title is very specific and helps you focus on any particular aspect. Study the following example:

Theme: Educational Studies in Mathematics

Area of Study: Teaching and Learning of Mathematics

Sub Topics: The Effect of Educational Research on the Teaching of Mathematics, The Importance of Motivation, Problem Solving Activities etc.

Title of the Paper: The Impact of Problem Solving Activities in the Teaching of Mathematics

Based on the theme, the area of study is further elaborated. You also choose a few sub topics if they are not already given. Once the sub topic is chosen, the paper can be titled. Deciding upon the title for your assignment or paper is a crucial step. Most of the titles for assignments and papers will have the following terms:

define, discuss, compare, contrast, evaluate, trace, analyse, describe, state, examine, suggest, summarise, relate etc.

It is important to know the meanings of these terms before you use them.

Word	Meaning
Define	describe the meaning, nature and scope
State	express something definitely or clearly
Describe	explain in detail
Summarise	briefly explain the main points
Examine	inspect thoroughly in order to determine the nature or condition
Trace	find or discover by investigation
Compare and contrast	to look for similarities and differences
Relate	make or show a connection between
Analyse	examine methodically and in detail in order to explain and interpret it
Suggest	to mention something as a possible thing to be done

Each word has a different expectation in the title. So your assignment/ article should specifically focus on what is asked of you. If you are asked to relate you need to make a connection between the concerned things and if you are asked to compare and contrast, you need to find similarities and differences between them. In several cases students have been found to write summaries even though what is expected of them is clearly given in the title. Hence read and understand what is expected of you and specifically focus on it.

Step 2: Finding Resources

Once the topic and title are decided upon, the next step is to identify the resources. You could pick up the sources for reference from your library or the internet. While searching for relevant material from books, you could use the title, subtitle, contents page and the index page to find out if a particular book is suitable for your topic. Similarly several resources on the internet like Bibme, Citation Machine, and Easy Bib allow you to search for sources like books, journals, online resources etc. and also to make a list of the relevant sources. Your bibliography can thus be made either manually through bibliography cards where you write the author's name, title of the book, name of the publisher, and place of publication and date of publication following either the MLA or APA conventions or digitally using a programme available on the internet.

Writing a bibliography in the MLA/APA format

The MLA in the MLA format translates into Modern Language Association and the APA stands for American Psychological Association. Both these styles and formats are universally accepted styles of writing and formatting academic documents. They specify two different ways of citing the sources that you refer and also the formatting style for your paper – font size, spacing, indent, margins etc. The MLA Handbook and the Publication Manual of the APA are a must have for any academic writing. The following two examples show you how to cite a book using these two formats. You could follow any one style depending upon the requirements of the work.

MLA Format

Name of the Author (last name first), Title of the book, Place of publication, Publisher, Date of Publication.

Allen, Thomas B. *Vanishing Wildlife of North America*. Washington, D.C: National Geographic Society, 1974.

APA Format

Name of the Author (last name first), Date of Publication. Title of the book, Place of publication, Publisher,

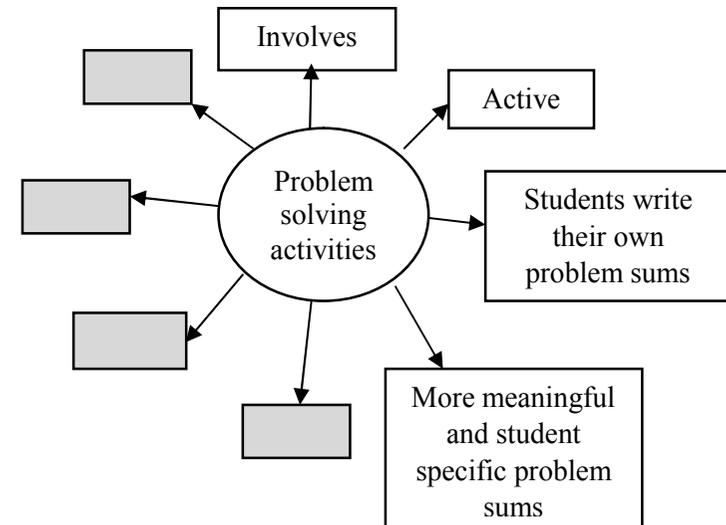
Allen, T. (1974). *Vanishing Wildlife of North America*. Washington, D.C: National Geographic Society

Step 3: Reading and making notes

Your reading starts after your bibliography is made. You start reading the texts and marking out the ones useful to you. While reading, you make note of key ideas and concepts; paraphrasing, summarizing or even quoting from the texts you are reading. Your practice of note making skills will come handy here. You need to exercise caution at this stage to avoid plagiarism. Plagiarism is when you copy from the book as it is without mentioning that you have copied. It is intellectual dishonesty to copy ideas from others and pass it as your own. To ensure that you are not accused of plagiarism, you need to have your end notes, quotations and references in place.

Step 4: Writing the Paper

Now the actual task of writing your essay/ paper begins. The first thing to do at this stage is a brainstorming exercise and writing down all your thoughts in relation to the topic based on your reading. Once you arrive at a final list of points you want to include, you could bring in your references and notes at the right junctures. You will be using your references to support and strengthen your own observations about the topic. An example is given below:



Step 5: Organizing the Paper

The next step is to go through what you have written and see if you can identify a proper introduction, body and conclusion in your writing. Organize your thoughts from step 4 into introduction, body and conclusion by elaborating on them and adding your references.

Introduction: The introduction in any writing is meant to capture the attention of the reader. However, in academic writing an introduction has an important function to perform. It shows the relevance and importance of the chosen topic. You could give some background information of the topic in general and then move on to your specific topic highlighting your purpose in writing the assignment/ paper and its importance. You could also use the introduction to define or explain any new terms you might be using in your assignment/paper.

Main Body: The main body of your assignment/paper can be divided into several paragraphs. However, you need to ensure

that within each paragraph, the sentences are logically linked to each other and also coherent. Also do not include too many ideas in one paragraph. Ideally each paragraph should introduce a new idea and support it with references and logical arguments. You can begin each paragraph by using linking words: likewise, so, therefore etc. if the paragraph is linked to the earlier one or words like however, on the other hand etc. if the paragraph is presenting a contradictory idea to the previous one. Besides these words, firstly, next, also, finally etc. also help you link the paragraphs.

Some specific assignments, research papers and dissertations may follow a specific format which includes literature review, methodology, findings / results, conclusion, case study etc.

Conclusion: Though it is not compulsory to have a conclusion in all kinds of academic writing, it surely helps to tie up loose ends. A conclusion, besides summarizing the main ideas provides scope for you to mention your limitations in doing the assignment or paper. It also provides you the opportunity to give suggestions for further study in the chosen area.

Step 6: Editing

Finally when your essay/paper is ready, you need to re-read it again to get the whole picture. Here, you will be able to see if you have answered the question correctly or if you have stayed within the topic. In case you have deviated from the topic, you can rectify it. Besides these, now is the time to check your writing for redundancy, spelling errors and grammatical accuracy. You can also tighten your writing by removing unnecessary and long quotations by paraphrasing them wherever required.

Step 7: Formatting

The last step is to present your paper in the right format as specified. Most assignments and research papers specify the font size, paper size, margins, indent, paragraph spacing etc. Specific formats for your Works Cited or References which is the last part of your paper are also mentioned. Several tools help you do this last part effectively and save time.

Thus Academic Writing, when perceived differently and seriously can be considered a skill that can be acquired through consistent and repeated practice. Several courses online some of which are also free help you develop this skill. Some websites also provide free resources to help you practice this skill. One of the best websites in this regard is the OWL Purdue Writing Lab which is exhaustive in its approach towards this skill. Newer interactive tools are also made available for you through Google.

References

Bailey, Stephen. **Academic Writing: A Handbook for International Students**. London: Routledge, 2003.

2. UNTOUCHABILITY IS WORSE THAN SLAVERY

-Dr. B.R. Ambedkar

Brainstorming

- Can you think of various forms of discrimination operating in the world?
- Is caste discrimination prevalent in India? Give examples.
- Have you come across any instances of untouchability? Why is it the worst form of discrimination? Discuss.

About the author



Dr. Bhimrao Ramji Ambedkar (1891-1956) is one of the tallest intellectual-political leaders in the mainstream socio-political discourse of modern India. He was the pioneer intellectual in the study of caste and untouchability.

He delved into such details that with all their possible and conceivable dimensions, he fought caste discrimination at all given levels: social, political, economic and educational. His seminal work *Annihilation of Caste* is both an illuminative as well as a redemptive text. Ambedkar used his writings and lectures to confront a world of indifference and betrayal in order to pursue his reformative agenda only paralleled by Gandhi. The prescribed text throws light on how slavery is better than untouchability.

Slavery, it must be admitted, is not a free social order. But can untouchability be described as a free social order? The Hindus who came forward to defend untouchability no doubt claim that it is. They, however, forget that there are differences between

untouchability and slavery which makes untouchability a worse type of an unfree social order. Slavery was never obligatory. But untouchability is obligatory. A person is permitted to hold another as his slave. There is no compulsion on him if he does not want to. But an Untouchable has no option. Once he is born an Untouchable, he is subject to all the disabilities of an Untouchable. The law of slavery permitted emancipation. Once a slave, always a slave was not the fate of the slave. In untouchability there is no escape. Once an Untouchable, always an Untouchable. The other difference is that untouchability is an indirect and therefore the worst form of slavery. A deprivation of a man's freedom by an open and direct way is a preferable form of enslavement. It makes the slave conscious of his enslavement and to become conscious of slavery, is the first and most important step in the battle for freedom. But if a man is deprived of his liberty indirectly he has no consciousness of his enslavement. Untouchability is an indirect form of slavery. To tell an Untouchable 'you are free, you are a citizen, you have all the rights of a citizen, and to tighten the rope in such a way as to leave him no opportunity to realize the ideal is a cruel deception. It is enslavement without making the Untouchables conscious of their enslavement. It is slavery, though it is untouchability. It is real though it is indirect. It is enduring because it is unconscious. Of the two orders, untouchability is beyond doubt the worse.

Neither slavery nor untouchability is a free social order. But if a distinction is to be made – and there is no doubt that there is distinction between the two – the test is whether education, virtue, happiness, culture and wealth is possible within slavery or within untouchability. Judged by this test, it is beyond controversy that slavery is hundred times better than untouchability. In slavery there is room for education, virtue,

happiness, culture or wealth. In untouchability there is none. Untouchability has none of the advantages of an unfree social order such as slavery. It has all the disadvantages of a free social order. In an unfree social order such as slavery, there is the advantage of apprenticeship in a business or art or what Professor Mures calls 'an initiation into a higher culture.' Neither the crushing of untouchability nor the refusal of personal growth was necessarily inherent in slavery, especially slavery as it existed in Roman Empire. It is therefore over hasty to say that slavery is better than untouchability.

This training, this initiation of culture was undoubtedly a great benefit to the slave. Equally, it involved considerable cost to the master to train his slave, to initiate him into culture. There can have been little supply of slaves educated or trained before enslavement. The alternative was to train those when young slaves in domestic work or in skilled craft, as was indeed done to some extent before the Empire, by Cato the Elder, for example. The training was done by his owner and his existing staff: indeed, the household of the rich contained special pedagogue for this purpose. Such training took many forms, industry, trade, arts and letters.

The reason why the master took so much trouble to train the slave and to initiate him in the higher forms of labour and culture was undoubtedly the motive of gain. A skilled slave as an item was more valuable than an unskilled slave. If sold, he would fetch better price, if hired out he would bring in more wages. It was therefore an investment to the owner to train his slave.

In an unfree social order, such as slavery, the duty to maintain the slave in life and the body falls upon the master. The slave was relieved of all responsibility in respect of his food, his

clothes and his shelter. This entire the master was bound to provide. This was, of course, no burden because the slave earned more than his keep.

But a security for boarding and lodging is not always possible for every freeman as all wage-earners now know to their cost. Work is not always available even to those who are ready to toil and a workman cannot escape the rule according to which he gets no bread if he finds no work. This rule – no work, no bread – has no applicability to the slave. It is the duty of the master to find bread and also to find work. If the master fails to find work, the slave does not forfeit his right to bread. The ebbs and tides of business, the booms and depressions are vicissitudes through which all free wage-earners have to go. But they do not affect the slave. They may affect his master. But the slave is free from them. He gets his bread, perhaps the same bread, but bread whether it is boom or whether it is depression.

In an unfree social order, such as slavery, the master is bound to take great care of the health and well-being of the slave. The slave was the property of the master. But this very disadvantage gave the slave an advantage over a freeman. Being property and therefore valuable, the master, for sheer self-interest, took great care of the health and well-being of the slave. In Rome, the slaves were never employed on marshy and malarial land. On such a land only freemen were employed. Cato advises Roman farmers never to employ slaves on marshy and malarial land. This seems strange. But a little examination will show that this was quite natural. A slave was valuable property and as such a prudent man who knows his interest will not expose his valuable possession to the ravages of malaria. The same care need not be taken in the case of a freeman because he is not valuable

property. This consideration resulted into the great advantage of the slave. He was cared for as no one was.

Untouchability has none of the three advantages of the unfree social order mentioned above. The Untouchable has no entry in the higher arts of civilisation and no way open to a life of culture. He must only sweep. He must do nothing else. Untouchability carries no security as to livelihood. None from the Hindus is responsible for the feeding, housing and clothing of the Untouchable. The health of the Untouchable is the care of nobody. Indeed, the death of an Untouchable is regarded as a good riddance. There is a Hindu proverb which says 'The Untouchable is dead and the fear of pollution has vanished.'

On the other hand, Untouchability has all the disadvantages of a free social order. In a free social order the responsibility for survival in the struggle for existence lies on the individual. This responsibility is one of the greatest disadvantages of a free social order. Whether an individual is able to carry out this responsibility depends upon fair start, equal opportunity and square deal. The Untouchable, while he is a free individual, had neither fair start nor equal opportunity nor square deal. From this point of view, untouchability is not only worse than slavery but is positively cruel as compared to slavery. In slavery, the master has the obligation to find work for the slave. In a system of free labour workers have to compete with workers for obtaining work. In this scramble for work, what chances has the Untouchable for a fair deal? To put it shortly, in this competition, with the scales always weighing against him by reason of his social stigma, he is the last to be employed and the first to be fired. Untouchability is cruelty as compared to slavery because it throws upon the Untouchable the responsibility for maintaining

himself without opening to him fully all the ways of earning a living.

To sum up, the Untouchables, unlike the slaves, are owned by the Hindus for purposes which further their interests and are disowned by them, when owning them places them under burden. The Untouchables can claim none of the advantages of an unfree social order and are left to bear all the disadvantages of a free social order.

(From BAWS, Vol.5, pp.15-18)

Glossary

- obligatory : Required or binding by a law or rule
- compulsion : The act of using force or pressure to make someone do something
- emancipation : to free someone from someone else's control or power
- deprivation : the state of not having something that people need
- enslavement : to make someone a slave
- deception : an act or statement intended to make a person believe something that is not true
- enduring : lasting, durable
- apprenticeship: a person who learns a job or skill by working for a fixed period of time
- initiation : the process of being formally accepted as a member of a group or organisation
- inherent : belonging to the basic nature of someone or something
- pedagogue : a teacher especially formal or pedantic
- forfeit : something that is lost or given up as punishment or because of a rule or law

- ebbs : the time when the tide flows out from the land
 vicissitudes : the quality or state or being changeable/
 mutability
 prudent : having or showing careful good judgment
 riddance : an act of ridding, deliverance relief
 stigma : a set of negative and often unfair beliefs that a
 society or group of people have about something

Comprehension:

I Answer the following questions in one or two sentences:

1. What is the difference between untouchability and slavery?
2. Why is untouchability the worst form of slavery?
3. How does untouchability become unconscious and indirect?
4. What is cruel deception?
5. Slavery and Untouchability is a
 - a. Free social order
 - b. Unfree social order
 - c. Democratic order
 - d. None of the above
6. In slavery there is room for and
7. Name some training received by the slaves.
8. Who was the king of the Roman Empire mentioned in the text?
9. What are the advantages of training a slave?
10. Whose duty was it to look after the slave in life and body?
11. Which rule has no applicability to the slave?
12. What advise did king Cato give to the Roman farmers?

13. What is the only duty of an untouchable?
14. The greatest disadvantage of a free social order is.....

II Answer the following questions in 80-100 words:

1. “Untouchability has none of the advantages of an unfree social order such as slavery. It has all the disadvantages of a free social order.” Explain.
2. What does Prof. Mures’s expression ‘an initiation into a higher culture’ mean with reference to slavery?
 Comment
3. Why did the master take interest in training the slave?
4. What are the disadvantages of being untouchable in a free social order?
5. How is untouchability not only worse than slavery but positively cruel as compared to slavery?

III Answer the following questions in 200-250 words:

1. Discuss the factors which worked to the great advantage of the slave?
2. “An Untouchable has no entry in the higher arts of civilisation and no way open to a life of culture as that of slave.” Substantiate.
3. Why is it better to be a slave in an unfree social order than be an untouchable in a free social order?

Suggested reading

- Read Dr. Amebdkar’s *Annihilation of Caste and Riddles of Hinduism*
- Refer Kancha Illaih’s *Why I am not a Hindu*
- Watch the movies Periyerum Perumal (Tamil) and Masaan (Hindi)
-

Job skills

READING JOB ADVERTISEMENTS

Communication plays a vital role in job skills. LSRW is the sequence of language learning. A good listener speaks well and a good reader writes well.

Nowadays graduates are eager to work and gain experience before pursuing higher studies. The first job after college is a foray into building a career.

Job determines performance of given task for payment. It may be unrelated to studies.

Career involves learning skills, gaining experience and knowledge. It states a person's work life, salary, profile and progress. A career may or may not need formal education or special training.

Profession refers to education and specialized training. A profession ensures a promising career like Doctors, lawyers, engineers, Professors. This chapter helps to prepare the student to begin the job search.

AIM

- To develop students' reading skills and enable them to understand important information in job adverts.
- To expand students' vocabulary related to work

Task -1

What are students' experiences of finding a job?

What channels did they use -Placement cell, agencies, job ads in the newspapers, shop windows, job center etc.

Criteria for evaluating a job offer

Research your prospective employer

Salary, benefits and perks – leave, stock, incentives, insurance, profit sharing, transport, mobile, computer, additional perks like club membership, medical reimbursement, training programmes

Savings and expenses- relocation, travel,

Career path- think carefully about long term career prospects over salary and benefits.

Evaluate your job -objectively assess whether to consider the offer, negotiate further, or reject the offer

Check the company's vision, values and principles

Task – 2

Test student's knowledge of job profile:

For example Where does a concierge work? Do you think it is a good job?

What is the job description of an accountant?

What does a business analyst do?

I prepare, rewrite & edit material for publication in books, websites, and newspapers.

I work on the shop floor and deal with staff and customers.

I work in a bank. I collect customer's grievances.

I work in a hotel. I make room reservations.

I receive payments and record information about cash transactions.

Task -3

Presenting new vocabulary

Share jargon about work and ask the students to describe the words.

Some commonly used job listing usage : Collaborative - cooperative, Creative/innovative - original, Deadline-driven - on time, all the time, Entrepreneurial -pioneering, Go-getter - takes initiative , Team player -relationship builder, Synergize – cooperate ,

Task -4

Show newspaper advert and ask what jobs are advertised:



Employment news for the week: 10 Aug to 18 Aug job

Highlights

Latest Government jobs	Employment News of the week
Bank jobs	Railway Jobs
Indian Defence Jobs	Police Jobs
SSC Jobs Notification	UPSC Jobs Notification
MBA Jobs Notification	Sarkari Result
Freshers world	Job Alerts
Rojgar Samachar	Government Jobs notification in Kannada
Sarkari Naukari SMS	Navodaya Vidyalaya Recruitment 2370 posts